



George Pindar and Graham Schools
Minutes of the Meeting of the Joint Local Governing Committee held
on 11th July 2023 at 5:00pm

Present:	Lesley Welsh (Principal, George Pindar School) Emma Robins (Principal, Graham School) Alan Richards (Chair) Stephen Walker	Marcus Towse Tracey Woodward [<i>left at 6.51pm</i>] Mandy Getting Gavin Smith
In Attendance:	Louise Baron (Governance Support Officer, Clerk)	

		Action
1.	<p><u>Welcome, Apologies & Declarations of Interest</u></p> <p>The Chair welcomed everyone to the meeting. The Chair explained that the papers shared with the agenda for Graham School were the papers which were shared with Ofsted on their recent inspection.</p> <p>All governors were present, no apologies were received.</p> <p>There were no declarations of interest.</p>	
2.	<p><u>Minutes of the meeting held on 25th April 2023, Action Plan & Matters Arising</u></p> <p>Previously distributed. The minutes were agreed to be a true and accurate record. There were no matters arising.</p> <p>With reference to the Action Plan:</p> <ol style="list-style-type: none"> <i>The Chair to speak to the CEO regarding these discussions to see what further support could be available to the school.</i> The Chair explained that the Trust response was detailed on the agenda under Item 13.1. <i>Mrs Welsh and Miss Robins to investigate whether there was a Trust-wide document that could be used to share suspension and exclusion data with governors.</i> Mrs Welsh explained that the template available was one which was shared at December's LGC meeting but could not be accessed following the cyber attack, however these were now available to be accessed. Miss Robin's highlighted that whilst her document was not shared, but she had shared some current data. <i>Clerk to add Mock Exam Results for this meeting next year and to check whether it was on the Trust's agenda template document.</i> The Clerk explained that Mock Exam Results were not listed on the Trust's agenda template, however the Trust were looking to update their template in line with the proposed governance changes. The Clerk had made a note to add Mock Exam Results to the Summer Term meeting agenda. <i>Governors to inform the Clerk if they had completed training which was not logged on the training tracker.</i> Ongoing. 	

	<p>5. <i>Miss Robins and Mrs Welsh to hold Parent Elections for the two Parent Governor vacancies.</i> Completed. One parent had come forward for Graham School and was undergoing DBS and Safeguarding Checks, no parents came forward for George Pindar.</p> <p>6. <i>Chair to escalate the need for additional support for students who fall between the ARC and a special school to the Trust.</i> Duplicate action, to be discussed under Item 13.1.</p> <p>There were no other matters arising.</p>	
<p>3.</p>	<p><u>ADP / SEF</u> Previously distributed.</p> <p>The Chair asked Miss Robins to reflect on the outcomes from Graham School’s recent Ofsted inspection.</p> <p>Miss Robins thanked governors who were involved in the inspection and summarised that the process had been different to any previous Ofsted visit. Miss Robins highlighted that the inspection had a distinct tone on staff, pupil and Headteacher wellbeing. Miss Robins gave a summary of the team of inspectors and their experience in Education. The inspectors deep dived the areas the school wanted them to deep dive, these were: English, Art, History with a little Geography, and Science. The second day of the inspection focussed more on Personal Development, Walkthroughs, speaking to students and looking at student’s work. On the day the inspectors had visited the HUB, the feedback was positive, they were able to observe lessons and speak to teachers and students.</p> <p>Miss Robins highlighted that the lead inspector had kept in touch with Miss Robins throughout the visit. A report of the inspection was not yet available, and unlikely to be available until September or October. The inspector had explained that they were unsure on when the next steps of inspections and monitoring visits would occur due to some changes within Ofsted which may occur in the near future. Miss Robins explained that the result of the inspection may have been different if they came earlier in the school year, as when they came for the inspection Year 11 had finished their exams and Year 10 were not in lessons due to undergoing their Mock exams.</p> <p><u>Quality of Education</u> Miss Robins explained that the inspection had highlighted that curriculum intent was good, however there were some inconsistencies in its implementation. Miss Robins summarised some comments the inspectors had made regarding some areas which the school needed to improve on and highlighted that comments on SEND were very positive despite the absence of a SENCO who was on long term sick leave.</p> <p><u>Behaviour & Attitudes</u> Miss Robins highlighted that inspectors had witnessed good behaviour going to and from assembly and staff had been positive in recognising that behaviour had improved, but unfortunately some Year 10 students deliberately acted up in front of the inspectors. Miss Robins gave a summary of some of the comments the inspectors had made regarding behaviour, and highlighted that a comment had been made regarding how calm and purposeful seclusion was.</p> <p><u>Attendance</u> Miss Robins explained that aside from a brief discussion over the phone and a quick view of attendance for the days the inspectors were present, there was no deeper look into attendance.</p> <p><u>Personal Development</u> Miss Robins summarised some positive comments the inspectors had made regarding personal development, especially around careers and the opportunities available for all students including SEND.</p> <p><u>Leaders and Management</u></p>	

Miss Robins summarised some positive comments the inspectors made regarding leadership, including how supported the students felt and how effective safeguarding was. Inspectors had highlighted that more evidence was needed for implementation.

Miss Robins explained that one area which had been highlighted for the school to improve on was to increase attendance and reduce persistent absence. Miss Robins explained that the inspection process had been fair, however it was not the best time of year for the school to have an inspection.

The Chair explained that Jane Lewis and Karen Osbourne (HSLT Trustees) attended the second day of the inspection and had promoted that Edward Vickerman had been supporting the school.

The Chair highlighted the need for governors to be able to recite the school's vision and values.

The Chair highlighted that the school was very close to being graded as Good but there were some areas where the school was not yet there. The Chair thanked all the staff at Graham School for their hard work.

ADP / SEF

A governor asked how staff morale was in respect of the challenging behaviour students were displaying.

Mrs Welsh responded that day to day lesson behaviour had improved. Mrs Welsh highlighted that only half of the staff had completed the recent edurio survey, some staff had quite cutting remarks and so Mrs Welsh was planning at getting a more representative picture from the entire staff body before moving forward with the remarks. Mrs Welsh commented that the focus for this year had been on behaviour and whilst behaviour was challenging and needed to be dealt with, the focus for the next academic year would be more on teaching.

In response to a question, Mrs Welsh explained that the school had issued a number of suspensions and had issued suspensions to some students who were very close to being issued a permanent exclusion.

Mrs Welsh highlighted that behaviour had been the focus for the last year and the school were beginning to lose sight of some positive aspects, therefore the plan for next year was for a focus more on teacher and learning. Mrs Welsh highlighted that the next ADP would have an area looking at getting feedback from staff one to one.

A governor highlighted from recent panels, pupils who were Pupil Premium or SEND had a higher number of suspensions.

Mrs Welsh responded that the school had been advised by the Local Authority (LA) that any student who attended the ARC or had additional interventions in place should be placed on the SEND register. Therefore, there were a number of students who wouldn't usually be on the register were and the SEND register had increased in numbers. This meant that the number of SEND student suspensions were high due to students being given additional interventions in order to avoid suspensions and thus being added to the SEND register.

A governor noted that in this case, it would be difficult to measure the students who did have special education needs and those who had been added to the register to access additional support.

Mrs Welsh agreed, and highlighted that the HSLT schools in Hull and York had not been given the same advice from their LA.

A governor asked whether the data could be divided in house to inform staff and governors better.

Tracey Woodward, staff governor, responded that in practice staff did not believe that the SEND students were being disproportionately represented, however this was not what the data was

showing due to the addition of students who were not 'traditionally' SEND being added to the register.

Mrs Welsh noted with Pupil Premium (PP), a lot of work had gone into raising students aspirations in school life, however the focus had been on behaviour and so this had not had the time put into it. With the Seclusion position now filled, SLT would have the time available to once again focus on PP to give them additional support alongside SEND.

Mrs Welsh highlighted that there were a number of valid reasons for the school moving to the three days suspensions, however this had not had the impact that the school were hoping for. The school was being supported by Gavin Kumar (Associate Principal, HSLT) to help with behaviour.

Stephen Walker highlighted that he would be meeting with Becky Barraclough shortly regarding PP at George Pindar.

In response to a question, Mrs Welsh explained that the school would be reverting back to its original staggered format for suspensions.

A governor asked whether behaviour would fall back to how it was if the school were to revert back to the staged approach.

Mrs Welsh responded that the staged approach to suspensions would allow more time for interventions to have an impact and come through. Alongside the staged approach, the school would raise the profile for rewards. Mrs Welsh highlighted that student voice had showed that students didn't feel that they were visibly being rewarded for positive behaviour. Mrs Welsh and Tracey Woodward gave examples of some positive reward systems which were currently in place.

Tracey Woodward commented that staff morale was low, staff recognised that the vast majority of students were very well behaved but the minority of poorly behaved students had such a large impact to the learning in the classroom. Ms Woodward explained that at least once a week teachers were being spoken to negatively by students. Ms Woodward was supportive of the strategies the school were putting in place, but highlighted that there were a number of students who were regularly aggressive. If these students continued to be placed in A2S for their behaviour they would become angrier and more aggressive as they moved up the school.

The Chair noted that focussing on what was going well and taking the focus off the badly behaved students would be a positive way forward. Ms Woodward agreed, but explained that something needed to be in place to better support teachers when students were shouting at staff or misbehaving in lessons. Mrs Welsh explained that she was mindful the school still had work to do on behaviour, and so needed to try a different strategy.

In response to a question, Mrs Welsh explained that the type of behaviour seen in the recent suspension panels was not unique to George Pindar, and was occurring nationally. Mrs Welsh highlighted that there was no where locally to send students for therapeutic work which they required.

Mrs Welsh highlighted that HSLT Principals had attended a presentation on trauma-informed practice with staff from Aspire, however George Pindar could not provide the same support as Aspire as the provision wasn't available in Scarborough.

In response to a question, Mrs Welsh explained that some staff felt disengaged and disenfranchised. Mrs Welsh needed staff to support her in working through the new landscape, and noted that she did not feel comfortably permanently excluding students if there was more support the school could give. Issuing a permanent exclusion was a big decision to make and sat heavily.

	<p>A governor highlighted that staff were spending too long focusing on disruptive students and were not able to focus on teaching the students who wanted to learn. Mrs Welsh responded that the disruptive students would continue to disrupt under the current strategy and the new staged strategy. Under the new strategy students would be out of lessons for less time, and there would be fewer students suspended due to the positive behaviour reinforcement.</p> <p>A governor asked whether the switch to the three day suspension tariff was a Trust or School decision. Mrs Welsh responded that it was the decision of the Director of Behaviour who was supporting the school at the time. Mrs Welsh had discussed changing back to the staged approach with Gavin Kumar who was the Associate Principal currently supporting the school, and he had agreed for the school to revert back to the staged approach.</p> <p>In response to a question, Mrs Welsh explained that there were 44 students who she believed would have refrained from further poor behaviour decisions if they had only been suspended for one day as opposed to three. Mrs Welsh highlighted that Graham School had not switched and continued to use the staged approach and had seen positive results.</p> <p>A governor raised a concern that some students could not self-regulate their emotions, and without that additional support to help with self-regulation, would continue to have multiple suspensions.</p> <p>A governor highlighted that the SEF was not very evaluative. Mrs Welsh explained that she had previously fed back to the Trust that the Departmental SEF did not allow for evaluation. Mrs Welsh had spoken with the Trust about the number of documents middle leaders are asked to prepare and a reduction has been planned. A governor suggested having a bullet point summary for each subject for the subject leader to highlight any positive or negatives they wished to share with the governing body.</p>	
4.	<p><u>Inclusion</u> Previously Distributed. Previously discussed under Item 3.</p> <p>A governor asked why the report stated that North Yorkshire attendance enforcement had ceased. Mrs Welsh explained that this was noted due to being too late in the academic year for any further case referrals.</p> <p>In response to a question, Mrs Welsh explained that Graham School had a consistent member of staff who monitored seclusion, however George Pindar did not. Mrs Welsh explained that a priority for SLT had been setting up behaviour expectations for students when they attended A2S, and so once the staff member is in post to monitor seclusion the focus would be able to shift to ensuring students were using their time in A2S effectively.</p>	
5.	<p><u>Quality of Education</u> Previously Distributed. Previously discussed under Item 3.</p> <p>A governor highlighted that there was a lot of focus on the teaching model but asked for clarity on the problems which were being addressed and the progress which had already occurred. Mrs Welsh responded that the aim of the lessons was for students to know more and could demonstrate their knowledge. Mrs Welsh explained that DEAR (Drop Everything And Revise) was fully embedded and students could clearly demonstrate this. Mrs Welsh summarised two teaching models the school was looking to moving to for some subjects, one was I Do, You Do, We Do and the other was the Gorse Academies Trust model with the Purple Zone. Mrs Welsh explained that some subjects</p>	

	<p>were already using the I Do, You Do, We Do model however the school had delayed in implementing any new initiatives pending more work being carried out with GORSE and due to Richard Cooper leaving his role.</p> <p>Mrs Welsh explained that the school was implementing a lot of evidence based strategies, but the school now needed to distil these down to see what was vital for students learning and supporting their positive progress.</p> <p>A governor highlighted the need to bespoke the model to the students, as they were all unique. Mrs Welsh responded that the school had conducted a student voice which had shown that some students knew some of the Teaching & Learning model symbols, and work would be done to support students in recognising all the symbols.</p> <p>Mrs Welsh highlighted that the intent was correct, the implementation was variable and the impact was the main concern as when books were reviewed answers were not clearly shown which then related to the outcomes not being what they should be.</p> <p>A governor highlighted that the SEND report noted that the school did not meet its statutory duties, and asked what the school was doing to remedy this. Mrs Welsh responded that this part of the report was referring to what the impact would be if it did not fulfil the correct systems as detailed in the report. As the risk by not fulfilling them would be that the school would be failing in meeting its statutory duties.</p> <p>A governor asked, regarding Progress 8 figures, was there a national document on what was expected on the Progress 8. Miss Robins responded that due to the nature of the Progress 8 relating to progress, the figures were marked against the level each student was at when they arrived at the school. Mrs Welsh explained that the true Progress 8 scores were not available yet, the data shared was a forecast based on last years data set. Mrs Welsh highlighted for governors to focus on the percentage of the cohort and to compare the MEGs to the expected outcomes.</p> <p>Mrs Welsh highlighted that staff had conversations with students in one to one sessions to discuss their scores and finding reasons why the student wasn't performing as expected. Subject leaders would also speak to the teachers to discuss why progress was not being made.</p> <p>Mrs Welsh highlighted that the school had put in a lot of work in supporting the current Year 10 cohort in an attempt to positively change their narrative.</p> <p>Miss Robins highlighted that if the Progress 8 figures were filtered to only include students who had over 90% attendance, then the Progress 8 score would be 0. This highlighted the correlation between attendance and attainment and the need for the school to support students who had missed lessons.</p>	
<p>6.</p>	<p><u>Safeguarding</u> Previously distributed.</p> <p>A governor highlighted that the IT risk needed to continue to be a priority for the schools.</p>	
<p>7.</p>	<p><u>Admissions</u></p> <p>Mrs Welsh explained that George Pindar would continue with their PAN of 150 students. The LA had more students who required places and so both George Pindar and Graham School had to increase their admissions.</p> <p>The Chair suggested for Admissions to be discussed in more detail once the document was received from the LA.</p>	

8.	<p><u>Pupil Progress</u> Previously discussed under item 5</p>	
9.	<p><u>Operations</u> Previously Distributed.</p> <p>Both George Pindar and Graham School had received funding from the Department of Education in order to improve classroom connectivity and IT infrastructure, however this upgrade does not include the external internet connection.</p>	
10	<p><u>Governance</u></p> <p>The Chair reminded governors to complete a governor visit report for every visit they carry out.</p> <p>The Chair summarised a recent HSLT Governance Workshop that himself and Tracey Woodward had attended. The Trust were looking at adjusting the size and make up of the governing body, link roles, the number of meetings per year, and whether meetings should be held in person or virtual.</p> <p>Governors were awaiting further information from the Trust for a timeline on when changes would be made.</p> <p><i>[Tracey Woodward left the meeting at 6.51pm]</i></p>	
10. 1	<p><u>LGC Self Review</u> To be discussed under Item 14.</p>	
11.	<p><u>Staffing Update</u> Previously distributed.</p> <p>Miss Robins explained that the HUB had been short in staff support but was thankful for George Pindar sending staff to offer support. Miss Robins explained that there were a number of staff on long term sick and the school had failed to recruit a staff member for Science despite advertising twice. Miss Robins highlighted that those staff who the school have been able to recruit could not start until January, and so the school would need to have supply teachers in place until then.</p> <p>Miss Robins highlighted that it was difficult to recruit GTAs for SEND as the pay levels were too low. Miss Robins had created two new posts, a HLTA and a Senior Advanced Teaching Assistant. Miss Robins was also looking into recruiting from Step into Teaching, which had an additional cost however SEND required the support.</p> <p>Mrs Welsh explained that she had a rolling advert live for a cover supervisor and highlighted that there was a lot of movement around the town. Mrs Welsh highlighted that recruitment was very time consuming, however there was a recruitment crisis across the country. Mrs Welsh also raised concerns on the extortionate fees for recruiting staff from agencies.</p> <p><i>The Chair to elevate governor concerns on staffing recruitment for both George Pindar and Graham School to the Trust - Action</i></p>	AR
12.	<p><u>Policy to Review</u> <u>George Pindar Educational Visits Policy</u></p> <p>Mrs Welsh explained that there was a local learning area which had been outlined, this area meant that only one consent form was required for any venues within this area.</p>	

	APPROVED: Governors approved the George Pindar Educational Visits Policy.	
13.	<u>Items for escalation to the Board of Trustees</u> Previously discussed under Item 11.	
13.1	<p>Mrs Welsh explained that North Yorkshire Council (NY Council) would provide funding for additional alternative provisions within schools if the schools were graded as Good.</p> <p>A governor highlighted that it was NY Council responsibility to provide this provision for students. A governor suggested the governing body write a letter to NY Council informing them of the need for this provision. Mrs Welsh suggested for governors to consult with the CEO of the Trust before sending a letter due to the CEO already being involved in discussions with Mrs Welsh.</p> <p><i>The Chair to consult with Mrs Welsh before contacting the CEO regarding North Yorkshire Council's responsibility to provide an alternative provision for the students in Scarborough - Action</i></p>	AR
14.	<p><u>Any Other Business</u></p> <p>Governors reflected on how their questions have helped to support the school and thanked Miss Robins and Mrs Welsh for their clear and detailed papers.</p> <p>Mrs Welsh thanked governors for their comments on the change in focus at George Pindar.</p>	
15.	<p><u>Dates of future meetings</u></p> <p>Governors approved the four dates proposed for the next academic year. The next meeting would be held on Tuesday 3rd October 2023 at 5pm.</p>	

The meeting closed at 7.07pm

These minutes were approved by the Graham School and George Pindar Joint LGC at their meeting on the 3rd October 2023.

Graham and George Pindar Schools Joint LGC – Action Points from the Meeting of the Local Governing Committee held on 11th July 2023

	Action Point	Item	Responsibility	Timescale
1	<i>The Chair to elevate governor concerns on staffing recruitment for both George Pindar and Graham School to the Trust</i>	11	Alan Richards	<i>Before the next LGC meeting</i>
2	<i>The Chair to consult with Mrs Welsh before contacting the CEO regarding North Yorkshire Council's responsibility to provide an alternative provision for the students in Scarborough</i>	13.1	Alan Richards	<i>Before the next LGC meeting.</i>